

**BOSTON COLLEGE BULLETIN**

**1972 - 1973**



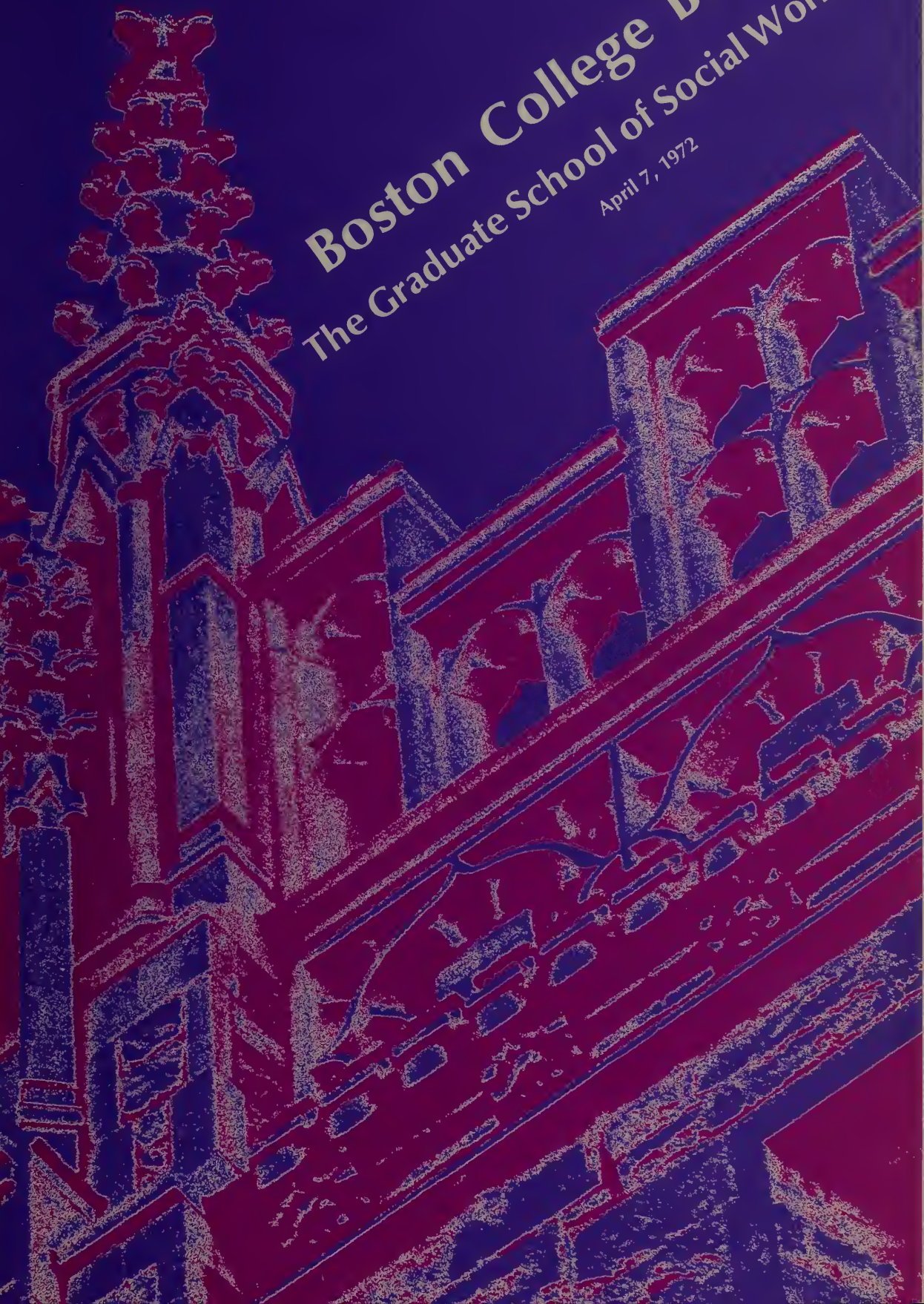
BOSTON  
COLLEGE  
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# Boston College Bulletin

The Graduate School of Social Work 72/73

April 7, 1972



## On the Cover

A photographic representation of one of the finials of Ford Tower, Bapst Library, Boston College.

"The Margaret E. Ford Tower, into which the lovely recessed North Porch opens, is distinguished by a soaring medieval staircase ornamented with a corbelled balustrade. On the exterior, the Tower recalls Merton Tower at Oxford, with its squat bulk and fretwork like stone lace." (From *The Crowned Hilltop, Boston College In Its Hundredth Year*; text by Francis Sweeney, S.J.; The Hawthorne Press, 1962)

Design by Carol E. George, University Designer; photography, including the cover photograph, by Daniel Natchek, Staff Photographer.

Photographs on pages 2, 24 (upper right), 25 (upper right) and 40 by Lynn McLaren.

## To the Reader

The *Boston College Bulletin* is intended for use as a source of information and continuing reference. Please save it or make it available to those who have need of it. Replacement copies cause expenditures which should more directly support the educational programs of the University.

## Boston College Bulletin

Volume XLIV, Number 3, April 7, 1972

The *Boston College Bulletin* contains current information regarding the University calendar, admissions, degree requirements, fees, regulations and course offerings. It is not intended to be and should not be relied upon as a statement of the University's contractual undertakings.

Boston College reserves the right in its sole judgment to make changes of any nature in its program, calendar or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving such notice thereof as is reasonably practicable under the circumstances.

The *Boston College Bulletin* is published ten times a year as follows: No. 1, January (*Law School*); No. 2, February (*Summer Session*); No. 3, April (*Graduate School of Social Work*); No. 4, May (*Evening College Preliminary Announcement*); No. 5, June (*Graduate School of Arts and Sciences*); No. 6, July (*School of Nursing*); No. 7, August (*Evening College of Arts, Sciences and Business Administration*); No. 8, August (*Undergraduate Admissions Information*); No. 9, September (*College of Arts and Sciences*); No. 10, December (*University General Catalogue*).

The School of Education and the School of Management will publish in May, 1973.

Second class postage paid at Boston, Massachusetts. Published by Boston College, Office of University Publications, Chestnut Hill, Massachusetts 02167, telephone (617) 332-8729.

Requests for divisional bulletins should be addressed to the individual School or College of the University. Requests for the *University General Catalogue* issue should be addressed to the Office of University Publications; requests for the *Undergraduate Admissions Information* issue should be addressed to the Office of Undergraduate Admissions.

Postmaster: send PS Form 3541 and all address corrections to the Office of University Publications.

Office of University Publications, Boston College, Lawrence House, 122 College Road, Chestnut Hill, Massachusetts 02167

# **Boston College Bulletin**

**The Graduate School of Social Work 1972/1973**



**Boston College  
University Heights  
Chestnut Hill, Massachusetts 02167**



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# **Boston College**

## **The University**

Boston College is one of the oldest Jesuit-founded universities in the United States. Its charter was granted to John McElroy, S.J., on April 1, 1863, by John Albion Andrew, Governor of the Commonwealth of Massachusetts. John Bapst, S.J., was the first President. As has been true of almost every leading college and university in the nation, the original intention was to provide collegiate instruction for young men in an atmosphere of a specific religious tradition. Boston College has followed the honored pattern of other American universities by growing into an eclectic institution of higher education. Its academic community is open to men and women of any and every background; its scholarly pursuits range the entire spectrum of contemporary thought and interest.

Boston College was first located in the South End of the City of Boston and continued there for its first half century. Shortly before World War I, Thomas Gasson, S.J., then President, purchased a property in Chestnut Hill, a suburb of Boston. In more than fifty years that have followed, the University Heights campus has grown to include forty collegiate structures and still retains much of its suburban beauty as well as an enviable prospect of the city six miles away.

The evolution of Boston College into today's University was particularly evident during the 1920's. The Summer Session, the Graduate School of Arts and Sciences, the Law School, and the Evening College of Arts, Sciences and Business Administration were added to the original College of Arts and Sciences. In 1927, the College of Liberal Arts at Lenox, Massachusetts, and the Schools of Philosophy and Theology at Weston—several miles west of the University Heights campus—all for the preparation of young men for the priesthood in the Society of Jesus—were established as schools of the University. The Graduate School of Social Work was established in 1936, and the College of Business Administration in 1938. The latter, with its Graduate School (1957), is now known as the School of Management. The Schools of Nursing and Education were founded, respectively, in 1947 and 1952.

## **Accreditation of the University**

Boston College is a member of, or accredited by, the following educational institutions: The American Association of Colleges for Teacher Education, the American Association of Collegiate Schools of Business, the American Association of Theological Schools, the American Association of University Women, the American Bar Association, the American Chemical Society, the American Council on Education, the Association of American Colleges, the Association of American Law Schools, the Association of University Evening Colleges, the Association of Urban Universities, the Board of Regents of the University of New York, the College Entrance Examination Board, the Council of Graduate Schools, the Council on Social Work Education, the Jesuit Educational Association, the

International Association of Universities, the International Associations of Catholic Universities, the National Catholic Education Association, the National Commission on Accrediting, the Accrediting Service of the National League for Nursing, the New England Association of Colleges and Secondary Schools, and other similar organizations.

## **The Graduate School of Social Work**

In keeping with the Jesuit tradition of four centuries of educating students in the service of their fellowman, Boston College (fund. 1863) established a Graduate School of Social Work in March 1936.

Under the leadership of its co-founders, Reverend Walter McGuinn, S.J. (1944) and Miss Dorothy L. Book (1955), the School was established to prepare young men and women for careers in professional social service inspired by the Judaeo-Christian philosophy of love for one's fellowman and an appreciation of the natural dignity of all men regardless of race or creed.

The graduate Social Work program was approved for membership in the American Association of Schools of Social Work in 1938 and is accredited by the Council on Social Work Education. Two degrees are offered: Master of Social Work and Master of Social Planning.

A Part Time Program is offered for those employed in the field of social work which will enable a student to fulfill requirements for either degree during a six-year period; one year of residence is required.

The Graduate School of Social Work is located on the Boston College Campus, Chestnut Hill, in McGuinn Hall, the Social Science Center. The new quarters were planned specifically for the School and its programs and are in the same building with many social science departments and the Institute of Human Sciences. Boston and its environs offer splendid advantages in pioneering social agencies and world famous teaching hospitals, in addition to educational and cultural opportunities.

### **The Professional Program**

The professional program at Boston College Graduate School of Social Work is based on the acceptance of: (1) the Boston College objectives of conservation, extension and diffusion of knowledge; (2) the Boston College tradition of commitment to the principle of the natural dignity of the human person founded on his rights and responsibilities as these affect his relationships with himself, his fellowman, his Creator, and with Society; (3) the social work axiom that man has an innate thrust towards the self-realization of his potential for effective social functioning; (4) professional responsibility for helping individuals and societies to realize this potential.

The Graduate School of Social Work seeks to educate each student: (1) to recognize his responsibility to extend and implement the knowledge and values of the social work profession, as expressed in the goals of a democratic society; (2) to contribute to the continuing development of the profession; (3) to increase his effectiveness in promoting healthy social functioning in individuals, families, and communities. The faculty therefore seeks to impart the knowledge and display the attitudes which will evoke the same commitments in its students. The educational aim of the School looks toward the thorough

preparation of a student for professional practice in social casework, social work research or community organization and social planning.

### **Casework**

Casework is an orderly process of helping individuals and families who suffer from personal and social conflicts of life. The process includes an exploration and understanding of these human conflicts as well as the purposeful use of a continuum of skills appropriate to the unique needs of each client. Inherent in the concept of casework is the belief that both client and worker are meaningfully involved in a dynamic relationship which serves as the matrix within which change may take place.

This sequence attempts to help produce a professional social worker who while he may be oriented primarily toward helping the individual in need is also equipped with the skills that will permit him to choose a wide range of options of intervention in behalf of that person.

To approach this goal, the casework curriculum is arranged so that the student receives not only a foundation in the generic aspects of social casework but is afforded the opportunity to expand his knowledge and skill as a helping person through the selection of electives that are relevant to the needs of the contemporary practitioner.

In summary, the sequence hopes to develop a broadly-based casework practitioner who is prepared to explore, understand and treat a wide range of conditions in the personal and social functioning of people.

### **Social Work Research**

Research is viewed as an action oriented method of social work intervention to build knowledge to improve social work and social welfare services in the urban community. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of "at risk" groups living in urban communities; and (2) are able to design and implement research efforts relevant to social work practice with these groups.

The curriculum emphasizes flexibility of educational opportunity within a social work orientation.

In the first semester, the student is expected to develop, with assistance from his advisor, a social theory and methods focus within which he will arrange his individual course of study for the remaining three semesters. The outline of his course plan will be determined by his particular research interests and career goals. With the exception of a block of core social work courses, the student may select offerings within the School or within other university departments. Course selections will be made within three content blocks (1) social work core courses to provide the base in knowledge, values, and perspectives needed to design studies relevant to social work practice or goals; (2) social theory courses to increase knowledge in a theoretical area needed to guide research efforts; and (3) research courses to provide knowledge about past and present social research products, designs, and priorities; research methods of particular utility to social work; and research methods of particular import to the individual students career interests. Students majoring in casework and social work research will receive the degree of Master of Social Work.

### **Community Organization and Social Planning**

The Community Organization and Social Planning sequence offers courses of instruction leading to the degree *Master of Social Planning*.

Community Organization and Social Planning are methods of social work practice designed to assist citizens, groups, and/or organizations to solve the pressing social ills of a community or neighborhood. Community organization is viewed as a method for arousing interest in social problems, bringing together and involving citizens in solving such problems, and enabling groups to implement welfare programs or community goals to alleviate and prevent social problems. Social planning is viewed as a purposeful activity for the solution of social problems. It is however, participatory in character; that is, for social planning goals to be identified, designed and implemented, citizens and groups need to be involved.

Core courses which are required of all students are related to social work, research, community organization and planning. Electives related to the student's interests and career plans are available, principally in the second year of study.

### **Action Planning for Community Health Services**

Supported by the U. S. Public Health Service, the Action Planning for Community Health Services concentration is designed to prepare graduates for professional practice and responsibility in community and regional comprehensive health planning agencies. Offered within the Community Organization and Social Planning sequence, the academic program is organized around concepts of community organization, health planning, and health processes and delivery systems. Students take core courses related to community organization and social planning and specialized courses in health and health planning. A limited number of students who meet the requirements for this concentration are accepted into the program. Fellowships, including maintenance and dependency grants, are available under the sponsorship of the Comprehensive Health Services Act and administered by the U. S. Public Health Service.

### **Field Instruction**

Professional social work education requires that students, in addition to academic courses, have a period of actual practice in a social agency under a professionally trained social worker who qualifies as a field instructor. This experience gives the students the opportunity to work with people; to learn agency functions and policies, the resources of the community, the integration of theory and practice; and to experience the responsibilities of becoming a professional social worker.

Field placements are in public and private casework, community organization, social and health planning agencies. The agency and school jointly agree on the content of the student's field experiences. Some field instructors are agency employees, whereas others are selected by the school and the agency to teach a group of students as a unit. First year students have two days per week and second year students have three days per week, in field instruction. Second year students may opt for a two day field placement in selected casework agencies. Those second year students who opt for a two day a week field placement would take a fifth course in each semester in order to meet requirements for the degree.

For Research majors laboratory assignments with community-based research programs will be arranged for each of four semesters, congruent with the student's needs for knowledge and experience in design, implementation, and administration of research within the substantive area of his interest. Selected summer block field placements will be available to students who have particular interest in social welfare delivery problems of persons living in developing areas or developing countries.

The research student's field assignments will be problem, rather than agency based. Therefore, he may work within more than one agency or organization within a given semester in pursuit of a particular research goal. Field work is confined to practice opportunities in research.

Field work requirements differ for students specializing in Community Organization and Social Planning. First year students take field instruction two days a week. Field instruction for second year is a block placement during the months of June, July and August between the first and second year of graduate study. Where possible, stipends are arranged for students during the summer block placement.

### **Faculty Advising**

Traditionally, since the founding of the School, a faculty advisor has been assigned to each student. The function of the faculty advisor is to help the student coordinate his overall educational experience in both class and field. Plans for meetings between advisor and student will be determined together following an initial conference.

### **Part-Time Program**

The Part-Time Program is designed exclusively for qualified persons employed in social work positions. These applicants must meet the same admission standards as required for full-time students. In addition, they must have completed at least one year of employment in a social welfare agency. Acceptance of applicants is dependent upon the approval of their employers to enter into such a program since most courses are offered during the day time. Students must have permission from their employer to be on leave for one day a week while on a part-time status.

Students, in consultation with a faculty advisor, will be guided in the selection of courses to insure an orderly, sound educational experience throughout the entire program.

Depending on career goals: casework, research, or community organization and social planning, a student can complete half the academic requirement (approximately 18-20 credits) on a part-time basis over a two to three year period. This would be followed by twelve months of residence during which the remaining academic courses as well as the field work requirements (960-1200 clock hours) would be completed.

Tuition costs will be eighty-five dollars per credit hour plus five-dollars registration fee each semester. All field work placements are arranged so that the student will be in an agency not less than 6 months, part of which time is on a five-day a week basis.

Part-time students' academic performance will be periodically evaluated by the student and his faculty advisor. At the time the student wishes to undertake the year of residence his educational progress will be reviewed by the Admissions Committee to determine his eligibility for full-time second year status.



# General Information

## Degree Requirements

Both Master of Social Work and Master of Social Planning degrees are granted upon satisfactory fulfillment of the respective requirements specified in this Bulletin.

The regular program of the school is planned on a two-year basis with a concentration of studies and field instruction in either social casework, social work research, or community organization and social planning.

For students enrolled in the full time program two years of residence are required. Under appropriate circumstances one year of residence in another school of social work will be accepted. One year of residence is also required of students in the part-time program.

The unit of credit is the point (semester hour). A point represents one academic hour a week of classroom instruction per semester. One credit-point in field instruction represents the equivalent of 60 hours of supervised practice.

The minimum credit-point requirements for the Master of Social Work Degree for casework majors are 56:

Courses in classroom instruction .....	36-40 points
Courses in field instruction .....	16-20 points

The minimum credit-point requirements for the Master of Social Work degree for social research majors are 64: The credit-point requirements include both classroom instruction and a practicum.

The minimum credit-point requirements for the Master of Social Planning degree (including students concentrating in the Action Planning for Community Health Services program are 66:

Courses in classroom instruction .....	46 points
Courses in field instruction .....	20 points

Students are expected to maintain a grade of B- as the combined average of all courses in each semester. Credit points for any courses are obtained when the student has satisfactorily completed all the requirements of the course for the semester. Requirements for a semester include the described course load regardless of point total accumulation.

The Dean, in consultation with the Academic Standard Committee, reserves the right to ask a student to withdraw because of a failure to meet academic or other requirements.

## Admission and Registration

### Admission Requirements

Boston College is an academic community whose doors are open to men and women of all races, colors and national origins.

The Admissions Committee of the School passes on all applications

forming its decision in accepting a candidate from evidence that the applicant has the personal and academic qualifications necessary for success as a graduate student of social work and as a professional social worker. Personal qualifications include intelligence and scholarly habits, emotional balance, maturity, high moral purpose, and a wholesome and genuine interest in people. Candidates should be temperamentally suited for the work, and in general possessed of a character and disposition that will make for leadership in the field.

Academic requirements include a baccalaureate degree from an accredited college with at least twenty semester hours from the social, behavioral and biological sciences. An undergraduate grade point average equivalent to a B- is a requirement for admission. A broad undergraduate background in the liberal arts and/or psychology, sociology, cultural anthropology and philosophy provide preparation of particular value. Candidates are required to submit results of the Miller Analogy Test as part of the admission process.

All foreign students must present evidence of English language proficiency through scores achieved on the TOEFL Test. Information regarding dates of TOEFL tests may be obtained through the American Embassy in applicant's country. These tests should be taken not later than the October prior to the year in which admission is sought.

### **Application Procedure**

Application forms may be obtained by communication with the Admissions Office. With the forms the applicant will receive a notice for transcript of undergraduate marks which he sends to his college with the request that the official transcript of academic grades and credits be forwarded to the Boston College Graduate School of Social Work. The School will provide forms for the applicant to send to his references. After the completed application forms, transcript(s) of undergraduate grades, MAT scores, and four letters of reference have been received, the School will contact the applicant for a personal interview where feasible.

All acceptances are for September only; there are no January admissions.

Final date for filing is February 1, 1973 for students living in the United States; for foreign students the date is January 1, 1973. Applications submitted after these dates will not be processed. A check or money order in the amount of \$20.00 is to be submitted with the application. Priority in processing applications is given according to the order of receipt of relevant materials.

Notice of the Admission Committee's decision is sent to the applicant at the earliest possible opportunity.

### **Registration**

Applicants who have been accepted are required to deposit, within two weeks of their notification, the sum of \$100, as a pledge of their intention to register. This deposit is nonrefundable and will be credited as partial payment of the first semester's tuition. If the deposit is not paid by the date due, the student will forfeit the place in the School reserved for him.

Registration in person on the specified day is required of all students in each semester of enrollment. A check or money order is to be forwarded by the student to the Treasurer's Office, Boston College, Chestnut Hill, Massachusetts 02167, before the days of registration, in payment of the expenses listed in the notification sent in advance by that office. Students are responsible for submitting physical examination forms which have been sent out by the

School during the summer, and the final college transcript. These must be received by the Registrar before a student is permitted to register. Failure to comply with these regulations entails a Late Registration fee of \$10.

**Transferred Credit**

Academic courses or supervised field work completed in other accredited graduate schools of social work may be accepted as advanced credit when they are in substance the equivalent of similar training offered by the School, and if these courses have been completed within the customary six-year period. Social Work experience as such is not acceptable for credit. All advanced credit is recognized only upon satisfactory completion of other requirements. For the academic year 1972-73, no transfer students will be accepted in the research concentration. One full year in residence is required for a degree from the Boston College Graduate School of Social Work.

**Fees and Financial Information**

All fees are subject to change at the discretion of the Board of Trustees. Fees are payable by check or money order made out to Boston College.

**Application Fees**

A check or money order in the sum of \$20 is to be submitted with the application. This fee is for the expenses involved in processing the application and is not refundable or applicable as partial payment of tuition. A \$100 deposit is required upon notification of acceptance.

**Tuition**

The tuition for the academic year 1972-73 is \$2,500 a year, payable in two installments, with \$10 for registration fees. The tuition each semester, therefore, is \$1,250, with a registration fee of \$5; hence \$1,255 is payable by check or money order prior to each registration. However, the \$100 fee paid by the first year students as a deposit is credited against the \$1,255 in the first semester.

**Fees**

Graduation Fee .....	\$15.00
Late Registration Fee .....	10.00
Each Copy of Transcript (after first) .....	1.00

**Refunds**

The date of receipt of withdrawal notice will determine the amount of the tuition refund. If formal notice of withdrawal is received within two weeks of first classes, a refund of 80% of tuition is made. If formal notice of withdrawal is received within three weeks of first classes, a refund of 60% of tuition is made. If formal notice of withdrawal is received within four weeks of first classes, a refund of 40% of tuition is made. If formal notice of withdrawal is received within five weeks of first classes, a refund of 20% of tuition is made. No refunds are allowed after the fifth week of classes.

**Housing and Boarding Facilities**

The Office of the Director of Housing at Boston College maintains a list of private homes, rooms, and apartments near Boston College where living

facilities are available. Correspondence regarding this matter should be directed to this office, or to the Student Orientation Committee at the School of Social Work.

## **Scholarships and Awards**

The School has available a limited number of Federal stipends, which are awarded on the basis of scholastic achievement, professional promise, need, and career goals. These are granted to both first and second-year students, and application for them is made directly to the Boston College Graduate School of Social Work. Included in this category are grants from the Department of Health, Education and Welfare in the following areas: National Institute of Mental Health, Community Services Administration (formerly the Children's Bureau), Rehabilitation Services Administration and the Public Health Service. Grants are also available from the Veterans Administration and the Fund and Council field. All grants require a moral commitment to the particular field of practice in which the award has been established.

Scholarships are available for minority and disadvantaged candidates.

Students interested in applying for any of the above should so designate at the time of their application.

Thomas J. Flatley, President of American Geriatric Facilities, established a special fund to develop a pilot project whereby graduate students at Boston College Graduate School of Social Work will enhance their knowledge and skills in the field of Geriatrics. The American Geriatric Facilities provides a field work setting where a number of students will have the opportunity to coordinate classroom theory with field work practice.

Some private agencies offer financial assistance to students in exchange for a commitment to work for the agency following graduation. Awards vary from \$500 to \$3,000. Application for these scholarships is made directly to the agency.

Public agencies in many areas have established educational leave plans under which an employee is permitted to attend school while receiving salary in exchange for a commitment after completion of studies.

Applicants are encouraged to explore the above sources for financial assistance as the number of scholarships without commitment is limited. In all instances, early application is advised.

### **The Helen J. Crowley Memorial Award**

The Helen J. Crowley Memorial Award has been established through a gift from Dr. and Mrs. Solomon A. Berson in memory of Miss Crowley who as the Director of Social Service at the Boston City Hospital was renowned for her devotion to the sick and their families. A cash award will be granted annually at graduation to a second-year casework student who has made an outstanding contribution to the field of Social Casework practice through the medium of a report or a paper. The source of this document may be from the independent study program, from a course in which the student has written a term paper relevant to social casework practice, or from other autonomous work.

## **Library**

The Library, located in the same building, has been developed to serve the specific needs of the School. It has been maintained as a unit and

has a comprehensive collection focusing on materials geared to the professional aspects of social work. Since moving the library to the main campus, students and faculty have access to a wider range of research materials available at the central library, Bapst, and the other libraries of the University.

## **Student Organization and Activities**

The students organize their Student Council. Officers of the Council are elected by the student body. Under the auspices of the Student Council, special meetings, socials, and projects of interest to the student body are planned and arranged.

## **Laws of Governance**

The University Board of Directors, as of October 1969, approved a new format for the governance of the School of Social Work. This includes an Executive Board and three Standing Committees (Curriculum, Admissions and Academic Standards).

The membership of the Executive Board and Standing Committees include Administrators ex officio and both elected and appointed representatives of Faculty, Students and Alumni.

## **Alumni Association**

The Alumni Association grew out of the desire among the graduates to contribute in promoting the best interests of the School. The officers and executive committee meet monthly during the School year. Through various committees of alumni members, special projects are undertaken to further the welfare of the School and its graduates.

## **Job Placement**

The School tries to assist graduates to locate and relocate positions throughout the country and maintains a file of current job opportunities.

## **Transcripts**

Graduates and students wishing to have a transcript of their marks forwarded to some agency or school should notify the School Registrar. The School will send an official transcript to a social agency or educational institution, but not to individuals for private use. Two weeks should be allowed for filling such requests; a longer time is needed during examination and registration periods. A fee of one dollar is to be paid for each transcript after the first.

## **Professional Record**

A copy of a graduate's professional record, written at the time of graduation, is always on file and will be forwarded to an agency or educational institution at the request of a graduate.

# Program of Instruction

The Social Work curriculum is designed to prepare students for responsible entry into the profession. Specialization is offered in three basic areas of practice: Casework, Social Work Research, Community Organization and Social Planning. In keeping with the guidelines established by the Council on Social Work Education, a core curriculum is required for all students. This core includes: Human Behavior and the Social Environment, Research, Social Welfare Policy and Services.

While specific courses are also required in each method, a variety of electives is available largely in second year. These elective courses may be taken within the School of Social Work or in other Departments of the University where courses are related to the field of social work.

## Program of Study for Casework Majors

### First Semester

	Credit Points
*Racism .....	2
Social Work and Social Welfare .....	2
Human Behavior and The Social Environment .....	2
Introduction to Research Methods .....	2
Fundamentals of Casework Practice .....	2
Field Instruction .....	4
	<hr/> 14

### Second Semester

Social Problems Analysis .....	2
Human Behavior and The Social Environment .....	2
Introduction to Statistical Analysis .....	2
Basic Skills in Therapeutic Intervention .....	2
Community Organization and Casework Practice .....	2
Field Instruction .....	4
	<hr/> 14

### Third Semester

Differential Treatment .....	2
Electives .....	6 - 9
Field Instruction .....	4 - 6
	<hr/> 14 - 15

## Fourth Semester

Electives .....	8 - 10
Field Instruction .....	4 - 6
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\*This course may be taken in any one of the four semesters.

## Program of Study for Research Majors

### First Semester

	Credit Points
*Human Behavior and The Social Environment .....	2
*Social Work and Social Welfare .....	2
*Fundamentals of Casework Practice .....	2
*The Social Worker in a World of Conflict .....	2
*Research Methods .....	2
*Readings in Research: History and Issues .....	2
*Research Practicum .....	4
	<u>16</u>

### Second Semester

*Racism .....	2
*Human Behavior and The Social Environment .....	2
*Pre Professionals in the Human Services .....	2
*Basic Skills in Therapeutic Intervention .....	2
†Philosophy of Science .....	2
*Statistical Methods .....	2
*Research Practicum .....	4
	<u>16</u>

### Third Semester

*Introduction to Community Organization .....	2
†Social Theory I .....	2
†Social Theory II .....	2
†Research Methods .....	2
*Advanced Design Seminar .....	2
*Research and Theory Building .....	2
*Research Practicum .....	4
	<u>16</u>

### Fourth Semester

*Community Organization Method .....	2
†Social Theory III .....	2
†Social Theory IV .....	2
†Research Analysis Methods .....	2
*Advanced Design Seminar .....	2
*Evaluative Research for Action .....	2
*Research Practicum .....	4
	<u>16</u>

\*Courses within the School of Social Work

†Courses outside the School of Social Work

# Program of Study for Community Organization and Social Planning Majors

## First Semester

	Credit Points
Social Work and Social Welfare .....	2
Human Behavior and the Social Environment .....	2
Introduction to Research Methods .....	2
Communication Theory for Community Organization Practice .....	2
Introduction to Community Organization Practice .....	2
Practice Seminar in Community Organization and Social Planning ....	-
Field Instruction .....	4
	<u>14</u>

## Second Semester

Urban Policy Analysis .....	2
Introduction to Statistical Analysis .....	2
Community Organization Method .....	2
Principles of Planning .....	2
Applied Group Theory .....	2
Practice Seminar in Community Organization and Social Planning ....	-
Field Instruction .....	4
	<u>14</u>

## Summer

(June 1 to mid-August)

Field Instruction .....	12
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## Third Semester

†Racism .....	2
Planning Theory .....	2
Social Planning Workshop I .....	6
Practice Seminar in Community Organization and Social Planning ....	-
Electives .....	5 - 9
	<u>15-19</u>

## Fourth Semester

†Racism .....	2
Social Planning Theory .....	2
Social Planning Workshop II .....	3
Practice Seminar in Community Organization and Social Planning ....	-
Electives .....	4 - 9
	<u>11 - 16</u>

†May be taken in either the third or fourth semester. An elective must be substituted in that semester in which Racism is not taken.

# Program of Study for Action Planning for Community Health Services Majors

## First Semester

	Credit Points
Social Work and Social Welfare .....	2
Human Behavior and the Social Environment .....	2
Principles of Biostatistics .....	2
Communication Theory for Community Organization Practice .....	2
Introduction to Community Organization Practice .....	2
Seminar on Current Health Issues .....	2
Practice Seminar in Community Organization and Social Planning ....	-
Field Instruction .....	4
	<u>16</u>

## Second Semester

Urban Policy Analysis .....	2
Epidemiology .....	2
Community Organization Method .....	2
Principles of Planning .....	2
Applied Group Theory .....	2
Practice Seminar in Community Organization and Social Planning ....	-
Field Instruction .....	4
	<u>14</u>

## Summer

(June 1 to mid-August)

Field Instruction .....	12
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## Third Semester

†Racism .....	2
Planning Theory .....	2
Social Planning Workshop I .....	6
Management of Health Organizations and Systems .....	2
Environmental Health Issues .....	2
Practice Seminar in Community Organization and Social Planning ....	-
	<u>14</u>

## Fourth Semester

†Racism .....	2
Social Planning Theory .....	2
Social Planning Workshop II .....	3
Health Policy and Planning .....	2
Electives .....	2 - 6
Practice Seminar in Community Organization and Social Planning ....	-
	<u>11 - 15</u>

†May be taken in either the third or fourth semester. An elective must be substituted in that semester in which Racism is not taken.

## **Description of Courses**

NOTE: In the description of courses the following abbreviations are used:  
C.W. = Casework; C.O. = Community Organization and Social Planning.

### **SOCIAL WORK CORE SEQUENCES**

#### **Social Welfare Policy and Services Sequence**

Students who have had an undergraduate major in social work or social welfare may opt out of the required courses SW 701—Social Work and Social Welfare, SW 702—Social Problem Analysis, and SW 706—Urban Policy Analysis with the approval of the Sequence Chairman. Any student may opt out of these courses upon successful completion of a written test. Those who do opt out of these courses, however, will be required to take one other course in the Sequence during each semester of the first year.

Students may also opt out of the required course SW801—Racism through successful completion of a written test. These students need not elect a substitute course within the Sequence.

#### **SW 701—Social Work and Social Welfare (First semester; 2 credits)**

Required for all students.

Social work fields of practice and public and private delivery systems. Bureaucracy in social work and strain between professional and organizational needs. Social work values as compared to dominant American values. Social work as a profession. The historical background for the present day health and welfare delivery systems and for those of the future. Present and future methods of income maintenance.

Dwight S. Adams  
Albert F. Hanwell

#### **SW 705—The Social Worker in a World of Conflict (First or third semesters; 2 credits)**

Required for Research Majors in first semester; elective for other students.

This course is designed to help the student examine and perceive relationships among various conflictual as well as concordant elements that inhere in segments of society, in the social work profession, and in self, in respect to such phenomena as social justice, human rights, freedom and authority. An essential focus of the course will be helping the student devise for himself, assimilate, and utilize a set of values-as-criteria, tentative as these may be at any point in time, that can help guide his behaviors in the various problem-solving roles he will assume as a social worker and that are in keeping with current and what seem to be future concerns for the profession of social work.

Lecturers to be announced

#### **SW 702—Social Problem Analysis (Second semester; 2 credits)**

Required for Casework and Research Majors.

The first six weeks of the course the entire class will study poverty, housing and the delivery of health services. During the remaining eight weeks,

each student selects a social problem to research, to report on to the class, either singly or as part of a two or three-student team, and to write up as his terms paper. A detailed written model for analyzing a social problem is offered the students for guidance.

Dwight S. Adams  
Albert F. Hanwell  
Mary Ella Robertson

**SW 706—Urban Policy Analysis**  
**(Second and fourth semesters; 2 credits)**

Required for Community Organization and Social Planning Majors in second semester; elective for other students.

Contemporary issues of public policy regarding urban development. Models purporting to describe urban structure and change are analyzed.

Frederick L. Ahearn, Jr.

**SW 801—Racism**  
**(Third or fourth semesters; 2 credits)**

Required for all students during one of the four semesters.

An analysis of the current issues and problems in American racism will be studied as enlightened by the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to the solution of this problem will be emphasized. The class will develop models examining the problems of racism.

Dwight S. Adams  
Albert F. Hanwell  
Mary Ella Robertson

**SW 703—Social Policy Issues in Economic Maintenance**  
**(First semester; 2 credits)**

An in-depth study of the social policy issues and philosophical foundations of problems related to poverty, economic stability and income maintenance. Comparative analysis of U.S. economic maintenance programs with those of other countries will be made. Alternatives for economic maintenance presently being considered in this country will be examined.

Elective

Mary Ella Robertson

**SW 802—Advanced Racism**  
**(Fourth semester; 2 credits)**

Prerequisite: SW 801

Continuation of SW 801—Racism with an in-depth probe of the philosophies of racism and analysis of the various solutions which have been tried and the reasons they have failed.

Elective

Mary Ella Robertson

**SW 803—Administration**  
**(Third semester; 2 credits)**

This is a survey course in administrative settings, structures, roles, functions and processes. Bureaucratic structure, its impact on professional values and such organizational services as boards and committees will be studied. The planning, integrative, innovative, leadership and evaluatory roles of the ad-

ministrator will be considered. Such common administrative processes as book-keeping, budgeting and public relations will be discussed. Every effort will be made to give the students a practical learning experience that will be directly helpful to them in either middle or top management positions in both public and private agency settings.

Elective

Dwight S. Adams

**SW 805—Issues in Family and Child Welfare**  
(Third semester; 2 credits)

Following an overview of family and child welfare policy and services, the student is given the opportunity to explore, in depth, an area of the family and child welfare field in which he has a particular interest; such as, day care, foster care, adoption, protective service, service to delinquents, etc. Each student is responsible for planning a creative class presentation examining issues in his area of inquiry.

Elective

Albert F. Hanwell

**SW 804—Politics of Decision-Making**  
(Fourth semester; 2 credits)

Presentation of metropolitan and community political systems including their formal and informal structural characteristics as well as the dynamics or "process" characteristics of political behavior. Includes examination of the relationship of the political system to the social and economic systems of urban areas with special attention to the politics of social welfare, community organization and planning. Discussion is provided of interest group and organizational behavior within a comprehensive urban political culture. Through guest lecturers the politics of specific social welfare problem areas are explored in depth for such concerns as social services, law enforcement and race relations.

Elective

Richard S. Bolan

**SW 806—Comparative International Welfare Policies**  
(Fourth semester; 2 credits)

This advanced seminar is designed to provide specific practical knowledge and national human welfare policy insights into the welfare systems employed by countries in different socio-economic and cultural phases. It is mainly concerned with central policy issues and strategies underlying national welfare policies in the context of national development. Participants engage in research on a country of their choice.

Elective

Demetrius Iatridis

**SW 808—Legal Aspects of Social Work**  
(Fourth semester; 2 credits)

An examination of the legal implications of various areas of the law which are of interest to social workers. The hope is that some indication of the legal approach to these problems will be grasped. Also, this course attempts to indicate those areas in which social workers should obtain legal counsel.

Elective

Paul M. Kane

**SW 807—Corrections Policy Seminar**  
(Third semester; 2 credits)

An in-depth study of corrections policy issues and their impact on the institutional life experience of inmates, the family, and the community. Partic-

ular emphasis will be placed on the current legal challenges to the decision-making processes of corrections and the implications for policy change.

Elective

John Fitzpatrick

**SW 810—New Professionals in the Human Services:  
Training, Supervision, and Evaluation  
(Fourth semester; 2 credits)**

An examination of the "new careers" concept and its relationship to the helping professions. Particular attention is given to techniques in the training and supervision of pre-professionals and to evaluation of the variety of training programs designed for new careerists.

Elective

Frederick L. Ahearn, Jr.  
Carolyn Thomas  
Nancy V. Wallwork

**Human Behavior and the Social Environment Sequence**

**SW 721-722—Human Behavior and the Social Environment  
(First and second semesters; 2 credits each)**

SW722 required for casework only.

Cultural, sociological, economic, biological and psychological factors that have an impact on the growth and development of the individual organism will be analyzed from the point of view of an integrated, multi-dimensional, approach to understanding human behavior and with a context of a continuum, ranging from constructive social functioning to dysfunctioning. Emphasis will be placed on interactional processes that influence the overall growth and development of the individual. An essential focus will be on the varied reactions and adaptive mechanisms that individuals utilize in responding to the demands of their environment.

Kathleen A. O'Donoghue  
Bernard A. O'Brien  
David E. Tanenbaum

**SW 723—Advanced Seminar  
(First semester; 2 credits)**

These seminars are designed for students who have demonstrated a knowledge of the content covered in SW721. They will collaborate with their instructor in the development of a course which will examine, in-depth, a range of behavioral phenomena, of particular significance to social work practitioners and intended to deepen the students' understanding of human behavior.

Kathleen A. O'Donoghue  
Bernard A. O'Brien  
David E. Tanenbaum

**SW 821—Small Group Theory  
(Third semester; 3 credits)**

This three hour course is divided into two parts. Half of each session is taught via lecture and discussion in which the structural and functional elements of groups are explored. Group process, dynamics, the development of norms, roles and purpose are studied. In the second half of each session students are placed in experiential groups where they will have the opportunity to

become more sensitive to group concepts by examining them within the context of their own group.

Elective

James L. Agelopoulos  
Mary A. Kearney  
Richard A. Mackey  
Bernard A. O'Brien

**SW 822—Comparative Theories of Personality**  
(Fourth semester; 2 credits)

An exploration and discussion of selected personality theories. Emphasis is placed on some of the more recent issues and developments in personality theory.

Elective

Bernard A. O'Brien

**SOCIAL WORK METHODS SEQUENCES**

**Social Casework Sequence**

**SW 761—Fundamentals of Practice**  
(First semester; 2 credits)

Required for C.W. majors.

An introduction to the fundamental skills of casework practice and the helping process. Principal focus is placed on the beginning phase of that process. Exploration of the helpseeker's problem and understanding him as a person are particularly emphasized. Historical readings are related to current trends to gain perspective on the method of casework within the profession of social work.

Robert L. Castagnola  
Richard A. Mackey  
Carolyn Thomas  
Esther Urdang

**SW 762—Basic Skills in Therapeutic Intervention**  
(Second semester; 2 credits)

Required for C.W. majors.

Worker's use of self in the interest of another through the helping relationship. Emphasis is placed on the generic base of treatment, with particular attention to the supportive aspect, including direct work with the client, as well as work with his milieu and with community resources in his behalf.

Robert L. Castagnola  
Richard A. Mackey  
Carolyn Thomas  
Esther Urdang

**SW 763—Communication Theory for Community Organization Practice**  
(Second semester; 2 credits)

Required for C.O. majors.

Introduction to communication theory, principles and techniques, focus upon essential generic concepts of communication theory and practice as prototypes in giving and taking help in interpersonal situations.

Robert L. Castagnola





**SW 861—Differential Treatment**  
**(Third semester; 2 credits)**

Required for C.W. majors.

Common elements of practice with examination of differential aspects. Emphasis is on the aspects of treatment orientated to development of self-awareness in the client and the inherent relationship of diagnosis to treatment appropriate to the client's needs.

Robert L. Castagnola  
Richard A. Mackey  
Carolyn Thomas

NOTE: The Elective Seminars in the Casework Sequence are designed primarily for second year students. Where space is available (there will be no more than 20 students in each seminar) first year students may take one of these electives (with the exception of SW 862 and SW 864 which have prerequisites) but only with the permission of the Chairman of the Sequence.

**SW 863—Social Work With the Deprived**  
**(Third or fourth semesters; 2 credits)**

An in-depth analysis of the concept of deprivation and its impact on family and community life. Emphasis will be on the differential adaptation of the casework process to helping deprived clients. There will be examination of the emerging professional role required of the social worker in helping this population group.

Elective

Mary Ella Robertson

**SW 865—Family Therapy**  
**(Third or fourth semesters; 2 credits)**

The dynamics of family functioning are covered early in the course. Attention is then given to criteria for family group treatment, techniques of treatment, and the role of the social worker in family therapy.

Elective

Harold M. Geddes  
Richard A. Mackey

**SW 867—Casework Treatment of Children and Adolescents**  
**(Third or fourth semesters; 2 credits)**

This course provides a comparative analysis of different approaches to treatment of children. Attention is given to similarities and differences in work with children and adults, especially in relation to diagnosis, communication and relationship. The purposes and uses of play therapy are explored. Differential treatment of children who have experienced trauma, or who manifest developmental deficits, acting out behavior or neurosis is included.

Elective

Paula Belsey  
Carolyn Thomas

**SW 862—Intense Individual Treatment**  
**(Fourth semester; 2 credits)**

Prerequisites: the three required courses in the Casework Sequence, SW 761, SW 762, SW 861.

This course attempts to highlight in detail some of the pertinent treatment considerations occurring during the process of intensive individual treatment. Areas covered include such topics as resistance: its etiology and handling, on being one's self, content and dynamics, and aspects of termination.

Elective

L. Daniel Carter  
Robert L. Castagnola

**SW 864—Group Therapy**  
(Fourth semester; 2 credits)

Prerequisite: SW 821.

This seminar examines in greater depth the concepts about social work with groups which are included in SW 821. Specific application of these concepts to practice are made through the use of student material and other clinical materials.

Elective

Norman A. Neiberg

**SW 869-870—Independent Study**  
(Third and fourth semesters; 2 credits each)

The purpose of a program of independent study is to offer students who are majoring in casework an opportunity to investigate in depth one aspect of social work practice with individuals, families, and groups. In addition to being of interest to the individual student, the area of investigation must be of substantial import to the field and of clear significance to contemporary casework practice.

Any student who has successfully completed the first year program of studies in casework would be eligible to pursue independent study in the Fall and/or Spring semesters of his second year.

Elective

**Research Sequence**

**SW 741—Introduction to Research Methods**  
(First semester; 2 credits)

Required of first year students who have not had a previous course.

Introduction to research methods appropriate for use in the design and implementation of studies in social work theory and practice. Content includes an overview of general principles of scientific inquiry and of research strategies as they relate to issues and methodological alternatives available for use in problem formulation, sampling, data collection and measurement instrumentation, and data collection procedures.

Geraldine L. Conner  
Nancy V. Wallwork  
Anne McInvale

**SW 742—Introduction to Statistical Analysis**  
(Second semester; 2 credits)

Required of first year students who have not had a previous course.

Introduction to elementary statistical methods for analysis of data collected for purposes of description or inference. Content includes tests appropriate for measurement of central tendency, variation, and correlation with qualitative and quantitative data. Particular emphasis is given to the interpretation of test results as they relate to substantive issues under focus. Laboratory and Seminar.

Geraldine L. Conner  
Nancy V. Wallwork  
Anne McInvale

**SW 743—Organizational Aspects of Research**  
(First semester; 2 credits)

Prerequisite: First year students with advanced standing; others with permission of the instructor.

The seminar will focus upon supervisory, consultative, and administrative aspects of research for evaluation/action. Content examines the interrelationship between organizational needs and methodological considerations. Specific design strategies appropriate to organizational settings, as well as selected theories of organizational structure relative to research and change will be considered.

Geraldine L. Conner  
Nancy V. Wallwork

**SW 745—Readings in Research: History and Issues**  
(First semester; 2 credits)

Required for research majors; elective for other students.

Seminar readings will focus on differing methodological approaches to fact-gathering, from the pioneer work of John Booth to current action fact-gathering efforts such as The Report of the Kerner Commission. Emphasis is placed on those research efforts which have been addressed to social problems of poverty, social disorder and control, and varying types of deviance. Research studies will be viewed in the social, political, economic, and cultural contexts in which they occurred.

Nancy V. Wallwork

**SW 841-842—Research Seminar and Practicum**  
(Third and fourth semesters; 2 credits each)

Pre-requisite: first year students with advanced standing in research or second year students.

Seminar and practicum in the design and implementation of social work research. The practicum involves students in community-based research undertaken by individuals, agencies, and institutions for resolving social welfare practice problems. Students have opportunity to acquire experience in each phase of the research process and to become acquainted with a variety of substantive issues and study strategies. Seminar sessions for analysis of design problems encountered.

Geraldine L. Conner  
Nancy V. Wallwork

**SW 843—Research and Theory Building**  
(Third semester; 2 credits)

Required for research majors; elective for other students.

A seminar, the focus of which is upon the examination of a range of social research literature to evaluate its potential contribution to the knowledge base of social work practitioners—caseworkers, community organizers, planners, researchers. Content emphasis will be upon those studies which attempt to calibrate the effect which particular biological, social, ecological, cultural, economic, or political factors have upon the functioning of “at risk” individuals or groups within the society. Participants are responsible for study and conceptual development of a theoretical area of particular interest to them.

Geraldine L. Conner

**SW 844—Evaluative Research for Action  
(Fourth semester; 2 credits)**

Required for research majors; elective for other students.

Seminar content will focus upon evaluative research methods as they relate to assessment of social welfare service delivery systems in a range of health and welfare settings. Emphasis will be upon the employment of evaluative research methods for fact-gathering for action and social change. Opportunity will exist to engage in design and implementation of short-range evaluative studies as a part of the evaluative research seminar, or in conjunction with work in the research practicum.

Nancy V. Wallwork

**SW 845-846—Advanced Research Design  
(Third and fourth semesters; 2 credits each)**

Prerequisite: Research majors and others with permission of the instructor.

An advanced design seminar focused upon design and program development of field research.

Geraldine L. Conner

**Community Organization and Social Planning Sequence**

**SW 726—Applied Group Theory  
(Second semester; 2 credits)**

Required for C.O. majors.

An intensive group experience in learning how people function collectively. Learning will focus on group formulation, power and influence in the group, group goals, the evolution of group culture and the establishment of norms and values, the functional roles involved in groups-problem solving, and the interdependence and interaction of formal and informal systems related to small groups.

William S. Oshima

**SW 781—Introduction to Community Organization Practice  
(First semester; 2 credits)**

Required for C.O. majors.

Identification of the distinguishing characteristics of community organization. Specific attention to the historical background, the changing definitions of practice and the various settings within which community organization is practiced.

Frederick L. Ahearn, Jr.

**SW 782—Community Organization Method  
(Second semester; 2 credits)**

Required for C.O. majors.

Development of a method for planned change: (1) identification and understanding of client systems based on social system analysis; (2) understanding of various models of planned change; and (3) development of study-diagnosis-plan of action for the community organization method.

To be announced

**SW 783-784—Practice Seminars in Community Organization and Social Planning**  
(First and second semesters; non-credit)

Required for C.O. majors.

Prerequisite: SW 781.

Projects assigned in field are discussed among students and with various community experts in a one-hour-a-week seminar.

C.O. Faculty

**SW 786—Community Organization and Casework Practice**  
(Second semester; 2 credits)

Required for C.W. majors.

An introduction to community organization for social caseworkers. The various settings within which community organization is practiced and the community organization functions of direct service agencies are covered.

Edmund M. Burke

**SW 788—Principles of Planning**  
(Second semester; 2 credits)

Examines elements of planning theory on community level. Focuses upon the development of principles applicable to social planning.

Frederick L. Ahearn, Jr.

Malcolm S. FitzPatrick

**SW 881—Planning Theory**  
(Third semester; 2 credits)

Prerequisites: SW 782 and SW 788.

Analysis of the principles and techniques of planning. Focus is upon planning theory and the function of planning within organizational entities. City, social, business and economic models of planning are analyzed.

Richard S. Bolan

**SW 822—Social Planning Theory**  
(Fourth semester; 2 credits)

Prerequisite: SW 881.

Emphasis is upon developing planning models which are both conceptually sound and adaptable to the environmental demands of the social welfare system. Particular focus is placed upon participatory models of social planning.

Edmund M. Burke

**SW 883-884—Practice Seminars in Community Organization and Social Planning**  
(Third and fourth semesters; non-credit)

Required for C.O. majors.

Projects assigned in field are discussed among students and with various community experts in a one-hour-a-week seminar.

C.O. Faculty

**SW 885—Social Planning Workshop I**  
(Third semester; 6 credits)

Required for C.O. majors.

Offered in conjunction with the Planning Theory courses, this workshop focuses on the elements of a social plan. It considers the objectives,

criteria and techniques necessary for the production of a social plan. Students, as teams, using appropriate guidelines for research and planning, are expected to prepare a social plan for a section of the City of Boston or one of the surrounding communities. In addition students are expected to make an oral defense of the plan to a jury of experts in fields cognate to social planning.

C.O. Faculty

**SW 886—Social Planning Workshop II**  
(Fourth semester; 3 credits)

Course provides opportunity for independent research and study. Emphasis, however, is on a problem in which the student has an opportunity to apply planning and/or community organization skills in the solution of a problem.

C.O. Faculty

**SW 887—Change and Development of the Urban System:  
Urban Developmental Planning I**  
(Third semester; 2 credits)

Seminar focuses on central issues of urban development, policy-making and problem-solving, viewing the human settlement as a societal sub-system. Emphasis is given to systemic approaches and the relationship among components of the environmental system. Planning reports and case studies of actual urban development situations are analyzed and discussed.

Demetrius Iatridis

**SW 888—Low-and-Moderate Income Housing for Social Change in Suburbia:  
Urban Developmental Planning II**  
(Fourth semester; 2 credits)

This seminar-workshop provides participants with specific practical knowledge regarding low-and-moderate income housing in the context of planned interventions to organize the human environment and induce social change in metropolitan areas. Participants may also volunteer to become "active" with one specific organization, developer, planning or governmental agency which is presently dealing with LMIH.

Elective

Demetrius Iatridis

**Action Planning for Community Health Services Concentration**

This concentration, offered within the Community Organization and Social Planning sequence, is a specialization in the field of health leading to a career in comprehensive health planning.

**UN —Principles of Biostatistics**  
(First semester; 2 credits)

Required for Health Planning students.

Lectures and laboratory exercises necessary for understanding, undertaking and applying statistical measures of demographic concepts, life tables, nature and composition of rates, and to be able to evaluate time validity, measures of distribution and levels of significance and difference in the interaction of variables.

Olive M. Lombard

**SW 792—Epidemiology**  
**(Second semester; 2 credits)**

Required for Health Planning students.

Introduces the principles, methods and investigative techniques of epidemiology. These techniques are viewed as tools for investigation and research of chronic and social-environmental diseases. This course builds upon the statistical foundations of biostatistics, it enables the health planner to explore the relation between epidemiological investigation in non-infectious diseases and in social-community problems.

Manuel Spector  
Kenneth Nakano

**SW 791—Seminar on Current Health Issues**  
**(First semester; 2 credits)**

Required for Health Planning students.

This course presents an overview of the major issues that affect the utilization, organization, financing, planning and delivery of the health care system. Health planning can be best accomplished if the student is aware of the competing and conflicting institutional forces that operate within the health field.

Manuel Spector

**SW 893—Management of Health Organizations and Systems**  
**(Third semester; 3 credits)**

Required for Health Planning students.

Prerequisite: UN , SW 791, SW 792.

The course will deal in depth with five key issues: (1) the behavioral and role expectation of the health care professional, and the effect of this role structure on the management of health care organization; (2) the sociology and behavior of the health institutions, and its responses to external and internal pressures; (3) fiscal practices, accounting, budgeting processes, legitimacy and accountability in a health institution; (4) legal and legislative rulings as the impact on the health care institution and the health care professional and (5) techniques of administrative control, including organization and decentralization of the decision-making process.

Case materials and readings will be used in the course which will be conducted in seminar fashion. Written research reports will be required of all students.

Manuel Spector  
Edward Kaitz

**SW 891—Environmental Health Issues**  
**(Third semester; 2 credits)**

Required for Health Planning students.

Prerequisite: UN , SW 791, SW 792.

The course will introduce to health planners the social, political and scientific aspects of environmental concerns—pollution of air, water and soil; our decreasing standard of urban life; and lack of any long-run and realistic environmental goals—and attempt to understand and resolve these concerns, based on a health perspective, and given the growing population and apparent lack of relevant application of technology. The emphasis of the course will be on understanding health planning in a long-term perspective, and being able to

apply this understanding to the interrelated environmental problems confronting society today and in the future.

Participants in the course will be expected to do extensive reading in a variety of books and periodicals, and to synthesize the classroom discussions and readings into a series of short papers.

Malcolm FitzPatrick

**SW 892—Health Policy and Planning**  
**(Fourth semester; 2 credits)**

Required for Health Planning students.

Prerequisite: UN , SW 791, SW 792.

An integrating course for relating emerging views of health planning and health policy formation with comprehensive health planning. Factors that determine health policy in relation to the planning process will be the focus of this course. Health Policy will be applied to experimental and operational models developed for action planning for comprehensive health planning.

Manuel Spector

Malcolm FitzPatrick

**Field Instruction Sequence**

**SW 901-902—Field Instruction I and II**  
**(First and second semesters; 4 credits each)**

Learning and practice under the instruction of a qualified supervisor, in a social agency of a generic setting, in providing services to clients two days each week starting early in October.

**SW 903-904—Field Instruction III and IV**  
**(Third and fourth semesters; 4-6 credits each)**

Learning and practice under the instruction of a qualified supervisor in a second social agency within a specialized setting related to the student's major method in social casework. This experience occupies the first three days of each week for second-year students. During 1971-72, a pilot study in field instruction was initiated to determine the advisability of shortening field instruction time; second year students will have the opportunity to opt for either a two-day or a three-day placement in selected agencies.

**SW 905-906—Field Instruction in Community Organization and Social Planning**  
**Method III and IV**  
**(Summer; 12 credits)**

Learning and practice under the instruction of a qualified supervisor in a second social agency within a specialized setting related to the student's area of interest. Field instruction is five days a week from June 1 to mid-August.

**SW 907-908—Practicum in Research**  
**(First and second semesters; 4 credits each)**

A practicum for research majors in the design and implementation of community-based research requiring fifteen hours per week.

**SW 909-910—Practicum in Research**  
**(Third and fourth semesters; 4 credits each)**

A practicum for research majors, requiring fifteen hours per week. Practice in administration, program development, supervision, and training, in addition to design of field research.

**SW 951-952—Seminar in Field Instruction**  
**(First and second semesters; 2 credits each)**

Open to both casework and community organization field instructors. This seminar is intended primarily for those instructing students placed by the School. An essential focus on findings of administrative science, learning theories, and social systems theory to identify objectives and methods which may further enable the instructor to contribute to the development of the student in practice.

# **Social Agencies and Field Work Instructors 1972-1973**

## **Casework Student Units**

Division of Child Guardianship  
(Boston College Family Center)  
Nazareth

*Field Work Instructors*  
Mrs. Jeanne Yozell

Mrs. Joan Katz

### **Mental Health**

Greater Boston Association for Retarded Children  
Judge Harry K. Stone Clinic  
Mass. DMH Division of Legal Medicine  
Hathorne State School

Mrs. Rachel Schepkowski  
Mr. Harold Geddes  
Mr. John McKinnon  
Miss Gwendolyn Murphy

### **Rehabilitation**

Massachusetts Eye and Ear Infirmary  
Massachusetts General Hospital  
South Shore Rehabilitation Center  
Walter E. Fernald State School

Mrs. Edith Haughton  
Mrs. Edith Haughton  
Mr. Robert Warren  
Mr. Howard Smith

## **Casework Agency Placements**

### **Child Welfare**

Catholic Charitable Bureau of Boston

Catholic Charities (Worcester)  
Catholic Charitable Bureau (Cambridge)  
Catholic Charities Center of Greater Lawrence  
Child Welfare Services (Providence)  
Eastern Middlesex Guidance Center

Fall River Family Services  
Marblehead Community Counseling Center, Inc.  
Model Neighborhood Board

Miss Dauna Delaney  
Miss Mary Flynn  
Miss Jo-Ann Mszanski  
Carol A. Klein  
Mrs. Ruth A. McCarthy  
Mr. Gerald Ruest  
Richard Price  
Ben Chiampa  
Miss Karen Bolles  
Mr. Ronald J. Michaud  
Mr. Frank McGuinness

Parents' & Children's Services of  
Children's Mission  
St. Vincent's Home  
Sweetser Home

Miss Gabrielle Goode  
Nancy Singer  
Kenneth A. Cwikla  
Mrs. Katherine Moore

### **Corrections**

Cambridge Court Clinic  
  
Arlington Youth Services  
Billerica House of Correction

Miss Carol Lane  
Mrs. Deborah Franke  
Mr. Samuel Serino  
Mr. Thomas McDonald

### **Family and Children's Services**

Child and Family Service (Manchester, N.H.)  
Child and Family Services of Newport County  
(Rhode Island)  
City Missionary Society  
Counseling Center  
Family Counseling and Guidance Center, Inc.  
(Framingham)  
Family Counseling and Guidance Center, Inc.  
(Quincy)  
Family Counseling Service  
(Region West, Waltham, and Newton)  
Family Service Association of Greater Boston  
Family Service Organization of Worcester  
  
Greater Lynn Catholic Charities Center  
Jewish Family and Children's Service  
  
Somerville Catholic Charities Center  
Smith Hill House (Providence)

Mrs. May Solon  
Mrs. J. Prochaska  
  
Mr. Horace Beseeker, Jr.  
Miss Marilyn Littlefield  
Sister Evelyn O'Leary  
  
Mr. J. Fitzpatrick  
  
Mrs. B. Nichols  
Mrs. Katherine White  
Miss Jane Quinton  
Mrs. Lana Silvester  
Mrs. Shirley Southwick  
Miss Jeri McLeod  
Mrs. Jeanne Gill  
Mr. Ethan Harris  
Miss Mary Faherty  
Miss Raffaella Cupido

### **Hospital and Mental Health Settings**

Bon Secours Hospital  
Boston State Hospital  
  
  
  
Cambridge Mental Health Center  
  
Cape Ann Children and Family Center  
Concord Mental Health Center  
  
  
Dr. Harry C. Solomon Mental Health Center  
  
  
Judge Baker Guidance Center  
  
Faulkner Hospital

George A. Baker, Jr.  
Mr. Kendall Bacon  
Miss Diana Zacarian  
Mrs. Dorothy Berman  
Mrs. Dorothy Matthews  
Miss Nancy Langbein  
Mrs. Emma Dawson  
Victoria Roemele  
Mr. Charles M. Troy  
Mrs. Laurel Hayler  
Mrs. Sophie Levin  
Mrs. Barbara Wolf  
Mrs. Janice Cantello  
Miss Marjory Sparks  
Miss Nancy P. Kraus  
Mrs. Charlotte Califf  
Miss Brenda Burns  
Dr. William Walker

Massachusetts Mental Health Center  
McLean Hospital  
Newton Mental Health Center  
North Shore Guidance Center  
Rhode Island Hospital

Veterans Administration Hospital  
(Bedford)

Veterans Administration Hospital  
(Brockton)

Veterans Administration Outpatient Clinic  
(Boston)

Veterans Administration Hospital  
(Manchester, N.H.)

Veterans Administration Outpatient Clinic  
(Providence, Rhode Island)

Veterans Administration Hospital  
(West Roxbury)

Framingham Youth Guidance

Walker Home for Children

Worcester Youth Guidance Center

Rhode Island Mental Health Center

Miss Alvera Donatelle  
Miss C. McGrath  
Mrs. Ruth Brenner  
Mr. Miroslav Kerner  
Miss Elizabeth Myette  
Mrs. Elizabeth McCormick  
Mrs. Elsa Diotte  
Mr. Robert Leary  
Mrs. Marilyn Nolan  
Mr. Fred Strassman  
Mr. Ed Rogan  
Mr. W. Rogers  
Mr. R. Powers  
Miss Ida Elkins  
Miss Auriel Dell  
Mr. Frank Colliton

Mr. John Paliotti

Miss Arline A'Hearn  
Mrs. Grace Huntress  
Miss Ruth Meehan  
Mr. John Hammond  
Miss Sandra Brys  
Miss Polly Deweese  
Miss Marguerite Meyer  
Miss Nora Sheehan

### **School Social Work**

Milton School System

Rhode Island School for the Deaf  
Boston College Campus School  
Brockton High School  
Lesley College School for Children  
Lowell Schools  
Methuen Public Schools  
New Bedford Public Schools

Mrs. Martina McCarthy  
Mrs. Deborah Rudman  
Mr. Herbert Goldberg  
Mr. John McKinnon  
Mrs. Aida Bruns  
Mrs. Ruth Smith  
Mrs. Carol White  
Mrs. Pauline Scheinfein  
Ronald Ponte  
Ralph Tremblay

### **Community Organization and Social Planning Student Units**

Action Planning for Community Health Services  
Abnaki Health Council  
Claremont, New Hampshire  
Allston-Brighton Health Corporation  
Brighton, Mass.  
Children's Hospital  
Boston, Mass.  
Falkner Hospital  
Jamaica Plain, Mass.

Mr. Malcolm A. Cole  
Mr. Barton Clausen  
Miss Polly Mansfield  
Miss Patricia Nelson  
Miss Dorothy Neibauer

Mass. Committee for Medical Evaluation and Development Chelsea, Mass.	Rev. Lawrence Borges
Mass. Department of Public Health Boston, Mass.	Miss Diane Segal
Mid-Merrimack Health Planning Council Manchester, New Hampshire	Mr. William Donovan
Mystic Health Center Somerville, Mass.	Mrs. Margaret Crooker
N.I.M.H. Community Mental Health Planning Unit Boston University—Commonwealth of Massachusetts Community Mental Health Center, Boston Consultation and Education Program	Miss Faith Guss Miss Lyda Peters Miss Sherrie Lookner
Model City Neighborhood Board Boston	Mr. Ted Howe
Tufts Community Mental Health Center Boston	
Delinquency Prevention Program Dorchester	Mr. William Monahan Mr. Jim Hooley
University of Massachusetts Boston	
Columbia Point Community Relations Office Dorchester	Mr. Berton Fliegel

## Community Organization and Social Planning Agency Placements

BLK Consultants Washington, D.C.	Mr. George Spurlock
Boniface Action Corporation Detroit, Michigan	Mr. Norman LeZotte
Boston Association for Retarded Children	Mr. Albert Calello Mr. William Perry Mrs. Ruth Melinka Mr. Robert Hart
Cambridge Community Service Center Cambridge Community Services City Planning Agency Syracuse, New York	Mr. Craig Moore
Citizens Housing and Planning Association of Metropolitan Boston	Mr. Edward Teicher
Community Action Council Worcester	Mrs. Karen Feinstein Mr. Glen Reichter
Community Relations Conference Los Angeles, California	Mr. Julian Kaiser
Community Services of Greater Worcester Comprehensive Health Planning Council Worcester	Mr. Edmond Kelly Miss Ann McGrath

Department of Community Action: Tufts-Delta Health Center Mound Bayou, Mississippi	Mr. James Taylor
Department of Community Affairs Boston	Mr. Peter Kyle
Department of Planning and Urban Development Rhode Island	Mr. Richard Harrall
Diocesan Bureau of Human Relations Portland, Maine	Mr. Kevin Concannon
Harvard Civil Rights and Civil Liberties Project Harvard Law School Cambridge	Mr. Mark Grainer Mr. Edward Steele
Health Planning Council for Greater Boston	
Kennebec Valley Regional Health Agency Waterville, Maine	Mr. William Boise
Law Enforcement Committee Worcester	Mr. John Wheeler Mrs. Mildred Zanditon
Massachusetts Mental Health Center	
North Shore Health Planning Council, Inc. Peabody, Massachusetts	Mr. Carroll Colby
Portland City Planning Commission Portland, Maine	Mr. Donald Megathlin
Portland United Community Services Portland, Maine	Mr. Walter Pacek
Region VII, Comprehensive Health Planning Middleboro, Massachusetts	Mr. Donald Haughton Mr. Frank Cenerini Mr. John Tierney Mr. Deny Scott Mr. Leo Petit
Rhode Island Alliance of Social Service Workers	
Rhode Island Department of Health	
Rhode Island Group Health Association	
Social Rehabilitation Service Region I—Boston	Dr. Dorothy Singer
Social Welfare Regional Research Institute Boston College	Dr. Martin Lowenthal
South Central Connecticut Comprehensive Health Planning, Inc. New Haven, Connecticut	Mrs. Roslyn Fishman Mr. Robert VanWart
Springfield Community Council	
State Department of Public Welfare Boston, Massachusetts	Mrs. Laura Morris Commissioner Steven Minter Mr. Thomas McFalls Mr. John Ford
United Community Services of Pittsfield	
Worcester Model Cities	



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Mrs. Ruth O. Fallon, M.S.W., *Director of Admissions*  
Mrs. Harriet J. Nemiccolo, M.L.S., *Librarian*  
Miss Mary Ann McGuire, M.L.S., *Reference Librarian*  
Miss Mary L. Hogan, M.A., *Registrar*

### Full-Time Faculty

Edmund M. Burke, *Dean*  
B.A., Champlain College of the State University of New York; M.S.W., Boston College School of Social Work; Ph.D., University of Pittsburgh.

Dwight S. Adams, *Associate Professor*  
A.B., University of Michigan; M.S.W., University of Michigan Graduate School of Social Work; Ph.D., The Florence Heller School for Advanced Studies in Social Welfare, Brandeis University.

Frederick L. Ahearn, Jr., *Assistant Professor*  
A.B., Sacred Heart Seminary; M.S.W., Catholic University of America; Doctoral Candidate, Columbia University School of Social Work.

Richard S. Bolan, *Associate Professor; Chairman, Community Organization and Social Planning*  
B.E., Yale University; M.C.P., Massachusetts Institute of Technology; Doctoral Candidate, New York University.

Robert L. Castagnola, *Associate Professor*  
B.S.S.S., Boston College; M.S.W., Boston College School of Social Work.

Malcolm A. Cole, *Field Work Assistant Professor*  
B.S., Springfield College; M.S.S.S., Boston University School of Social Work.

Geraldine L. Conner, *Associate Professor; Chairman of Research*  
B.A., University of Michigan; M.S.S.W., University of Nebraska School of Social Work; D.S.W., George Warren Brown School of Social Work, Washington University.

William F. Drummond, S.J., *Professor*  
A.B., M.A., Boston College; S.T.L., Weston College; Ph.D., Mag. Agg., Gregorian University, Rome.

Mrs. Ruth O. Fallon, *Director of Admissions*

A.B., Radcliffe College; Diploma, National Catholic School of Social Service;  
M.A., Catholic University of America.

Malcolm S. FitzPatrick, *Assistant Professor*

B.Sc., Yale University; B.E., Yale University; M.Sc., Stanford University School  
of Engineering; M.Sc., Harvard University School of Public Health; M.C.P.,  
Harvard University School of Design; Doctoral Candidate, Harvard Uni-  
versity Graduate School of Arts and Sciences.

Harold M. Geddes, *Field Work Assistant Professor; Student Training Unit*

B.A., Cornell University; M.S., Simmons College School of Social Work.

Albert F. Hanwell, *Associate Professor; Chairman, Social Welfare Policy and  
Services; Project Director, Children's Bureau Grant*

B.S., Boston College; M.S.W., Boston College School of Social Work.

Mrs. Edith Haughton, *Field Work Assistant Professor; Student Training Unit*

B.S., University of Connecticut; M.S.W., Boston College School of Social  
Work.

Demetrius S. Iatridis, *Professor*

B.A., Washington and Jefferson College; M.S.W., University of Pittsburgh;  
Ph.D., Bryn Mawr.

Mrs. Joan R. Katz, *Field Work Assistant Professor; Student Training Unit*

A.B., University of Chicago; M.S.W., The Catholic University of America.

Richard A. Mackey, *Associate Professor; Chairman, Casework; Project Director  
for National Institute of Mental Health Grant*

A.B., Merrimack College; M.S.W., Catholic University of America; D.S.W.,  
Catholic University of America.

Anne McInvale, *Assistant Professor*

B.A., Millsaps College; M.S.W., Tulane University School of Social Work;  
Doctoral Candidate, The Florence Heller Graduate School for Advanced  
Studies in Social Welfare, Brandeis University.

John J. McKinnon, *Field Work Assistant Professor; Student Training Unit*

B.A., Suffolk University; M.S.W., Boston College School of Social Work.

Gwendolyn H. Murphy, *Field Work Assistant Professor; Student Training Unit*

B.S., Emmanuel College; M.S.W., Boston College Graduate School of Social  
Work.

Bernard A. O'Brien, *Associate Professor Co-Chairman, Human Behavior and the  
Social Environment*

A.B., Boston College; M.A., Catholic University of America; Ph.D., Catholic  
University of America.

Kathleen O'Donoghue, *Associate Professor; Co-Chairman, Human Behavior and  
the Social Environment; Project Director for the  
Vocational Rehabilitation Administration Grant*

B.S., Emmanuel College; M.S.W., Boston College School of Social Work;  
M.S.H., Harvard School of Public Health.

William Oshima, *Assistant Professor; Project Director for National Institute of  
Mental Health Grant*

B.A., Muskingum College; M.S.W., State University, Columbus, Ohio.

Matthew L. Pisapia, *Chairman, Field Instruction*

A.B., St. John's University; M.S.S., Fordham School of Social Work.

Mary Ella Robertson, *Professor*

B.A., Xavier University; M.S.W., Atlanta University School of Social Work;  
D.S.W., University of Pittsburgh Graduate School of Social Work.

Rachael Schepkowski, *Field Work Assistant Professor; Student Training Unit*

B.S., Western Carolina College; M.Ed., University of North Carolina; M.S.W.,  
Michigan State University School of Social Work.

Manuel Spector, *Assistant Professor; Project Director, Action Planning for Community Health Services Concentration*

B.A., St. Mary's University; M.S.W., Worden School of Social Work; M.S.,  
University of Pittsburgh Graduate School of Public Health; Ph.D., Graduate  
School of Social Work, University of Pittsburgh.

David E. Tanenbaum, *Professor; Associate Dean; Director of Curriculum*

B.S., University of Pennsylvania; M.S.W., Boston University School of Social  
Work; D.S.W., University of Pennsylvania.

Carolyn Thomas, *Associate Professor*

B.Sc., S.A., Ohio State University; M.A.S.A., Ohio State University; D.S.W.,  
Smith College School for Social Work.

Mrs. Nancy V. Wallwork, *Assistant Professor*

A.B., Smith College; M.S., Simmons College School of Social Work; Certificate of Advanced Study, Smith College School of Social Work; Doctoral Candidate, The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University.

Mrs. Jeanne W. Yozell, *Field Work Assistant Professor; Student Training Unit*

B.A., Connecticut College; M.S.W., Simmons School of Social Work.

### **Part-Time Faculty**

James L. Agelopoulos, *Lecturer*

A.B., Northeastern University; M.S.S.S., Boston University School of Social  
Work.

Mrs. Margaret Baber, *Group Demonstration Leader*

B.A., Boston University; M.S.W., University of Tennessee School of Social  
Work.

Mrs. Paula Belsey, *Lecturer*

B.A., Queens College; M.S.W., Smith College School of Social Work.

Norman R. Bernstein, M.D., *Lecturer*

A.B., Cornell University; M.D., New York Medical College.

L. Daniel Carter, *Lecturer*

A.B., University of Massachusetts; M.S.S.S., Boston University School of Social  
Work.

Matthew Dumont, M.D., *Lecturer*

A.B., Cornell University; M.D., New York Medical College.

John Fitzpatrick, *Lecturer*

B.A., Boston University; M.S.W., Boston University School of Social Work.

Shimon S. Gottschalk, *Lecturer*

B.A., Brandeis University; M.S.W., Rutgers, The State University Graduate School of Social Work; A.B.D., The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University; Doctoral Candidate, the Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University.

Edward W. Kaitz, *Assistant Professor*

B.A., Boston College; Ph.D., Harvard University Graduate School of Business.

Paul M. Kane, *Lecturer; Assistant Dean, The Law School*

B.A., Boston College; J.D., Boston College Law School.

Mary E. Kearney, *Lecturer*

A.B., University of New Hampshire; M.S.W., Boston College School of Social Work.

Olive M. Lombard, *Lecturer*

B.Sc., McGill University, Canada; M.S. Hyg., Harvard University, School of Public Health.

Kenneth Nakano, *Lecturer*

B.A., Pomona College; M.D., Columbia University; M.P.H., Harvard University; Doctoral Candidate, Epidemiology, Harvard School of Public Health.

Norman A. Neiberg, *Lecturer*

B.S., Northeastern University; M.A., Boston University; Ph.D., Boston University.

John C. Nemiah, M.D., *Lecturer*

A.B., Yale University; M.D., Harvard Medical School.

Elvin V. Semrad, M.D., *Lecturer*

A.B., Peru State Teachers College; B.Sc., University of Nebraska, College of Medicine; M.D., University of Nebraska, College of Medicine.

Mrs. Esther Urdang, *Lecturer; Coordinator of Field Instruction*

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Lester Przewlocki, Ph.D.	<i>Dean The School of Education</i>
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William J. Flynn, M.Ed.	Director of Varsity and Intramural Athletics
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# Academic Calendar

1972-1973

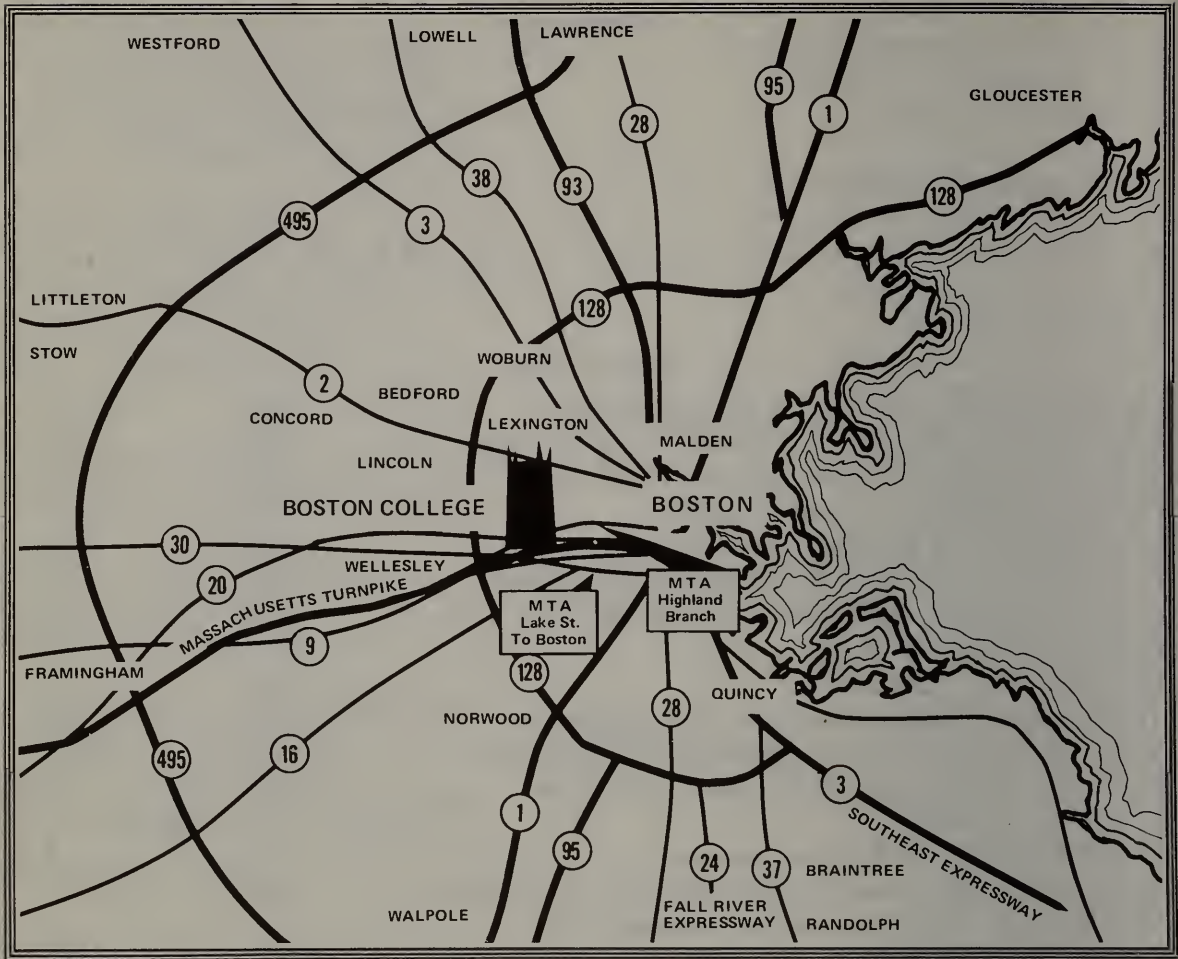
## First Semester

Pre-Registration, Pre-Testing and Orientation	Sept.	11-15
Registration for Second-Year Students (9:30-4:00)	Sept.	18
Registration for First-Year Students (9:30-4:00)	Sept.	19
Classes begin for First-Year Students	Sept.	20
Classes begin for Second-Year Students	Sept.	21
Field Instruction begins for Second-Year Students	Sept.	25
Field Instruction begins for First-Year Students	Sept.	25
Columbus Day. Holiday	Oct.	9
Veterans' Day. Holiday	Oct.	23
Thanksgiving Holidays for First-Year Students	Nov.	22-26
Thanksgiving Holidays for Second-Year Students	Nov.	23-26
Christmas Holidays begin at close of field day	Dec.	19
Christmas Holidays	Dec.	20-Jan. 2
Field Instruction and classes resume	Jan.	3
Semester Examinations. Registration for 2nd Semester	Jan.	17-19
First Semester Field Instruction terminates for First-Year Students	Jan.	23
First Semester Field Instruction terminates for Second-Year Students	Jan.	24
Mid-Year Recess for First-Year Students (from class only)	Jan.	24-28
Mid-Year Recess for Second-Year Students (from class only)	Jan.	25-28

## Second Semester

Second Semester Field Instruction begins for all students	Jan.	29
Second Semester First-Year classes begin	Jan.	31
Second Semester Second-Year classes begin	Feb.	1
Washington's Birthday Observance. Holiday	Feb.	19
Patriots Day Observance. Holiday where observed by agency	April	16
Easter Recess (from class only) for First-Year Students	April	18-22
Easter Recess (from class only) for Second-Year Students	April	19-22
Spring Recess (from class only) for First-Year Students	April	25-29
Spring Recess (from class only) for Second-Year Students	April	26-29
First-Year Field Instruction terminates	May	15
Second-Year Field Instruction terminates	May	16
All classes terminate	May	18
Final Examinations	May	21-25
Commencement	June	11

## DIRECTIONS FOR VISITORS TO BOSTON COLLEGE



Located between Commonwealth Avenue (Route 30) and Beacon Street in Chestnut Hill, Massachusetts, the University Heights campus of Boston College is easily accessible from all approaches.

Visitors arriving at Logan International Airport will find ample means of transportation into downtown Boston. Interstate bus lines all have terminals in the heart of the city.

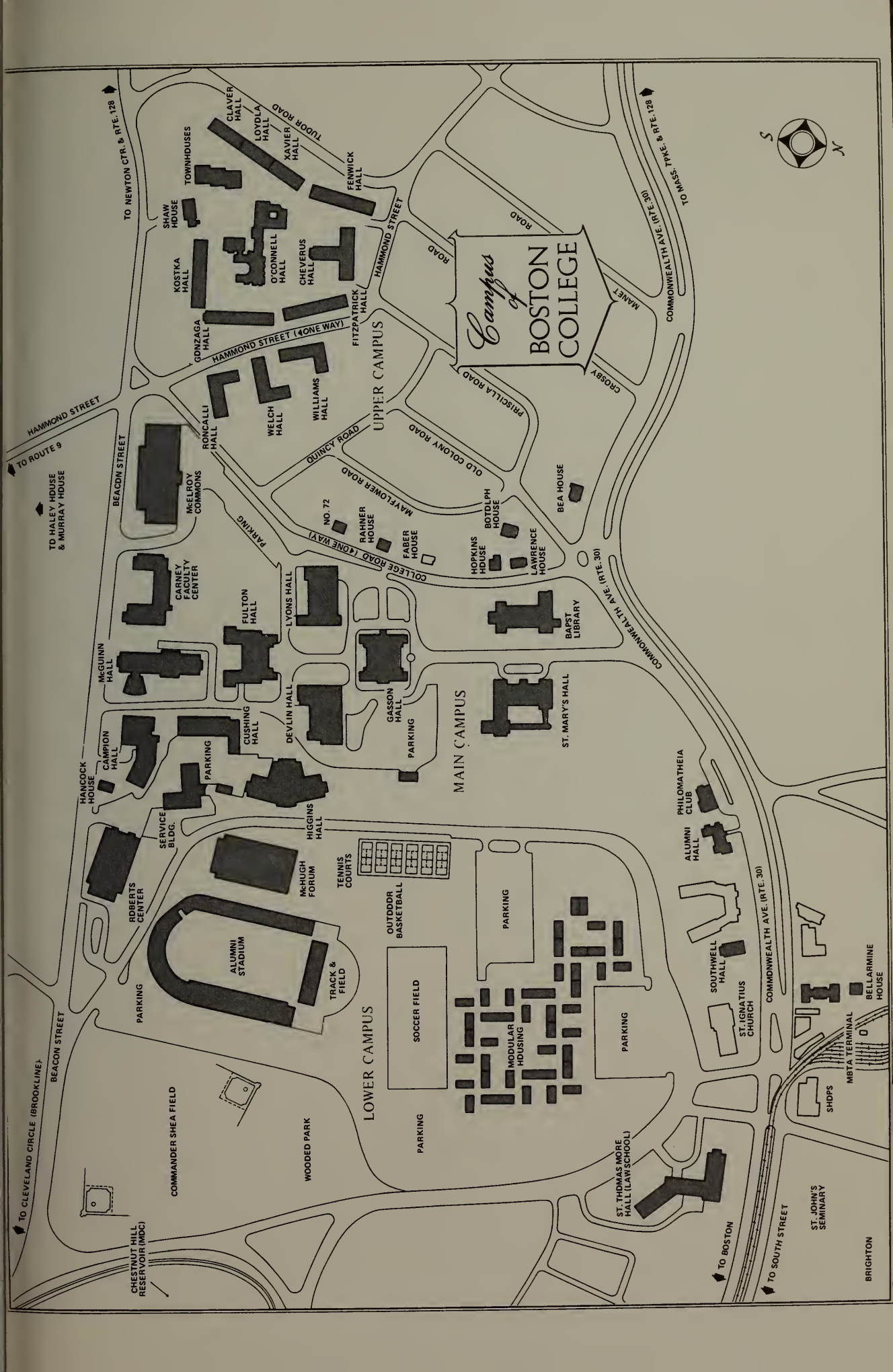
From downtown Boston, visitors may travel directly to the Heights by taxi or may take the Boston College-Commonwealth Avenue trolley car out of Park St. Station and to the end of the line, where the campus is only a short walk up the hill.

For those driving to Boston College, the auto routes are easily traveled and plainly marked.

From the south and southeast—Routes 95 and 24 north, to Route 128 north, to Route 30 (Commonwealth Avenue) east, directly to Boston College.

From the west and southwest (e.g. New York City, New Jersey, etc.)—Routes 15 or 91 north, to the Massachusetts Turnpike (Route 90) east, to Route 128 north, to Route 30 (Commonwealth Avenue) east, directly to Boston College.

From the north and northeast—Routes 3, 93 and 95 (U.S. 1) south, to Route 128 south, to Route 30 (Commonwealth Avenue) east, directly to Boston College.



**Boston College**  
**Chestnut Hill, Massachusetts 02167**



